

Maine's Adult Education Performance Indicators

Program Monitoring – Summary Sheet

Standard	Description	Rating		
		Below Expectations 1	Meets 2	Exceeds 3
<i>1.1 Goal Setting</i>	The program has an established process to assist students in goal setting.	1	2	3
<i>1.2 Assessment of Learning</i>	The program has a process for assessment of student learning that is consistent with state policy.	1	2	3
<i>1.3 Outcomes</i>	The program supports students as they progress toward their personal goals through the attainment of skills that allow them to advance in the instructional program, enter unsubsidized employment, retain employment, earn a high school diploma or equivalent, or gain acceptance to a post-secondary institution.	1	2	3
<i>2.1 Program Planning</i>	The program planning process is ongoing, participatory, and reflective of the learner, community, state and national goals.	1	2	3
<i>2.2 Data Management and Reporting</i>	Program personnel utilize the State of Maine's Adult Education Managed Information System (MAEMIS) for program management and improvement, as well as reporting.	1	2	3
<i>2.3 Facilities</i>	The program exists in a safe environment with appropriate access to facilities and equipment to support a positive learning environment for all adult learners.	1	2	3
<i>3.1 Assessment for Learning</i>	The program utilizes assessment procedures for student learning according to state policy.	1	2	3

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<i>3.2 Curriculum Development</i>	The program utilizes quality curricular materials.	1	2	3
<i>3.3 Instructional Practices</i>	The program accommodates the instructional needs of a diverse student population, including learners with special needs.	1	2	3
<i>4.1 Data Quality</i>	Local program staff is proficient in quality data collection and utilization of data for program management and improvement.	1	2	3
<i>4.2 Continuous Improvement</i>	Professional development opportunities are provided to enhance teacher, administrator, support staff, and volunteer's ability to provide quality services to adult learners.	1	2	3
<i>4.3 Organizational Alignment</i>	Professional development is aligned with the local program's mission statement and coordinated with other systems, when appropriate.	1	2	3
<i>5.1 Recruitment</i>	The program successfully recruits populations in need of basic educational services.	1	2	3
<i>5.2 Retention</i>	Learners stay in the program long enough to achieve their educational goals.	1	2	3
<i>5.3 Support Services</i>	The program provides support services and/or referrals that promote student achievement of educational goals.	1	2	3

Maine's Adult Education Performance Indicators

Rating guidelines

<u> </u> Below	The program does not meet most of the performance indicators
<u> </u> Meets	The program meets most or all of the performance indicators in a satisfactory manner and meets the intent of the law.
<u> </u> Exceeds	The program meets all of the performance indicators in an outstanding, comprehensive and well thought-out manner.

Monitoring Document

Educational Gains

<p>Goal Setting</p> <p>1.1 <i>The program has an established process to assist students in goal setting.</i></p> <ul style="list-style-type: none"> ➤ Students articulate what they know and are able to do and can demonstrate this through their goal plans, written responses, journal entries and reflective writing. ➤ Program personnel and students collaboratively develop, and periodically review and revise goal plans at least once per semester. ➤ Program personnel use student goals to inform placement and to guide instruction. ➤ Student goals are documented in the Maine Adult Education Managed Information System (MAEMIS). 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Student Goal Plans on file ➤ Evidence of periodic review of Student Goal Plans is on file ➤ Printed reports from MAEMIS ➤ Dates of meetings and summary of progress 	<p style="text-align: center;">Rating</p> <p style="text-align: center;">Below Meets Exceeds</p> <p style="text-align: center;">Expectations</p> <p style="text-align: center;">1 2 3</p>
<p>Comments:</p>		

<p>Assessment of Learning</p> <p>1.2 <i>The program has a process for assessment of student learning that is consistent with state policy.</i></p> <ul style="list-style-type: none"> ➤ All students are pre- and post-tested using state approved standardized instruments according to state policy. ➤ Programs use standardized and/or alternate assessment consistent with state policy. ➤ Program personnel are trained and supported to administer assessments appropriately. ➤ Student assessment results are accurately recorded in MAEMIS. ➤ Results are interpreted to the learner and made accessible to appropriate staff. ➤ Assessment results are used to place learners in an instructional program and to measure gains. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Test results on file ➤ Evidence of attendance at professional development on assessment is on file. ➤ Printed reports from MAEMIS ➤ Evidence is included in the Student Goal Plan ➤ Program has written policy on access to student records 	<p style="text-align: center;">Rating</p> <p style="text-align: center;">Below Meets Exceeds Expectations</p> <p style="text-align: center;">1 2 3</p>
<p>Comments:</p>		

<p>Outcomes</p> <p><i>1.3 The program supports students as they progress toward their personal goals through the attainment of skills that allow them to advance in the instructional program, enter unsubsidized employment, retain employment, earn a high school diploma or equivalent, or gain acceptance to a post-secondary institution.</i></p> <ul style="list-style-type: none"> ➤ Students with high school completion or post-secondary education as a goal obtain appropriate educational credentials, or certificates, and/or engage in postsecondary education and training in accordance with the program’s negotiated Operational Plan. ➤ Students demonstrate attainment of skills that allow them to function in their roles as family member, worker and citizen through performance assessments, portfolios, and demonstration/documentation of the key activities on the EFF Role Maps. ➤ Those student for whom getting a job or retaining a job is a goal meet their employment goals in accordance with the program’s negotiated Operational Plan. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Evidence on file (MAEMIS) ➤ Evidence in student portfolio ➤ Evidence in student records 	<p style="text-align: center;">Rating</p> <p style="text-align: center;">Below Meets Exceeds Expectations</p> <p style="text-align: center;">1 2 3</p>
<p>Comments:</p>		

Program Leadership

Program Planning	Supporting evidence may include (but is not limited to):	Rating Below Meets Exceeds Expectations		
<p>2.1 <i>The planning process is ongoing, participatory and reflective of learner, community, state and national goals.</i></p> <ul style="list-style-type: none"> ➤ The program has at least three mechanisms in place to encourage input from learners, community and staff (for example, course evaluations, community surveys, staff meetings). ➤ The program has a written mission statement. ➤ The program's administrative practices reflect adult learning and teaching theory. ➤ The program establishes and maintains a minimum of two partnerships to address the needs of learners. ➤ The program examines and utilizes program data and other resources to evaluate program practices and make necessary adjustments.. ➤ The program has a well-defined learner-centered intake, student orientation, and counseling processes. ➤ Program practices such as hiring, staff orientation and staff evaluation, are aligned with all applicable policies, laws, rules and regulations. 	<ul style="list-style-type: none"> ➤ Portfolio and other written documents ➤ Minutes of meetings (i.e. staff and advisory) ➤ Course evaluations ➤ Community surveys ➤ Learner groups ➤ Focus groups ➤ Mission statement ➤ Record of the process the development/review of the mission statement and list of stakeholders ➤ Documentation of implementation of standards such as Equipped for the Future, Reading Essentials for Adult Literacy (REAL), and Scientifically Based Reading Research (SBRR) ➤ Local staff development log ➤ Documentation of best practices from journals and articles put into practice ➤ Individual course descriptions ➤ Memoranda of Understanding ➤ Articulation agreements ➤ List of collaborators 			
		1	2	3

	<ul style="list-style-type: none"> ➤ Program brochures/flyers listing partners ➤ Program plan reflects the use of varied data and resources (i.e. annual reports, audit reports, financial and program data ➤ Local data/trends/census data ➤ Documentation of learner-centered intake, student orientation, and counseling processes. ➤ Processes are on file and demonstrated in student folders. ➤ Written documentation that program practices are aligned with all applicable policies, laws, rules and regulations includes but is not limited to: <ul style="list-style-type: none"> ➤ Teacher handbook ➤ District/local policies ➤ Staff orientation records ➤ EFF orientation ➤ Staff evaluations ➤ Staff files 	
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Comments:

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<p>Data Management and Reporting</p> <p><i>2.2 Program personnel utilize the State of Maine's Adult Education Managed Information System (MAEMIS for program management and improvement, as well as reporting.</i></p> <ul style="list-style-type: none"> ➤ The program has a data management process that ensures the quality of the data. ➤ At least one data entry person and one program administrator participate in current MAEMIS training. ➤ Teachers, administrators and support staff are knowledgeable about and actively participate in the data collection process. ➤ Program personnel monitor and review data to ensure its accuracy on a quarterly basis at a minimum. ➤ Programs follow state policies and procedures to ensure quality data collection. ➤ The program submits National Reporting System (NRS) reports on a quarterly basis or as required. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Attendance at trainings documented through CEUs ➤ Demonstration of performance to resource guides ➤ Updated MAEMIS program-flowchart ➤ Forms for reporting students' progress and attendance exist ➤ Timely submission of State and federal required reports ➤ Quarterly reports are submitted per state guidelines 	<p style="text-align: center;">Rating</p> <p style="text-align: center;">Below Meets Exceeds</p> <p style="text-align: center;">Expectations</p> <p style="text-align: center;">1 2 3</p>
<p>Comments:</p>		

<p>Facilities</p> <p><i>2.3 The program exists in a safe environment with appropriate access to facilities and equipment to support a positive learning environment for all adult learners.</i></p> <ul style="list-style-type: none"> ➤ The program environment meets all ADA requirements. ➤ The environment has appropriate lighting, heating and ventilation to meet the needs of adult learners and staff. ➤ Safety procedures are posted near doorways and exits and staff is trained. ➤ Restrooms are accessible. ➤ Signs identifying the program location are visible and appropriate. ➤ Entrance and exit signs are visible. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Safety procedures are posted ➤ GED emergency plan ➤ Lighting, heat and ventilation are adequate ➤ Appropriate and visible signage ➤ Restrooms are accessible ➤ ADA requirements are met 	<p style="text-align: center;">Rating</p> <p style="text-align: center;">Below Meets Exceeds Expectations</p> <p style="text-align: center;">1 2 3</p>
<p>Comments:</p>		

Instructional Systems

<p>Assessment for Learning</p> <p>3.1 <i>The program utilizes assessment procedures for student learning.</i></p> <ul style="list-style-type: none"> ➤ Program staff and learners use on-going formal and informal assessment to inform teaching and learning. ➤ Students demonstrate increased proficiency in the use of lifelong learning, communication, interpersonal and decision-making skills related to their goals. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Written procedures are on file and may include but are not limited to: <ul style="list-style-type: none"> ➤ Student work samples, lesson plans and self-assessment ➤ Student and program portfolios ➤ Teacher reflection and student reflection ➤ Student journals (learner documentation) 	<p style="text-align: center;">Rating</p> <p style="text-align: center;">Below Meets Exceeds</p> <p style="text-align: center;">Expectations</p> <p style="text-align: center;">1 2 3</p>
<p>Comments:</p>		

<p>Curriculum Development</p> <p>3.2 <i>The program utilizes quality curricular materials.</i></p> <ul style="list-style-type: none"> ➤ Program staff and learners jointly develop, regularly evaluate, and update instructional plans that incorporate learning styles, preferences and short and long-term worker, family or community goals. ➤ Programs utilize quality, up-to-date curricular materials that 1) cover varied functioning levels, 2) address diverse student goals, and 3) provide contextually-based learning opportunities that are guided by the Maine Quality Curriculum Evaluation Rubric. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Documented evaluation of the curriculum using the (MQ) rubric ➤ Lesson plans ➤ Curriculum on file ➤ Instructional materials 	<p style="text-align: center;">Rating</p> <p style="text-align: center;">Below Meets Exceeds</p> <p style="text-align: center;">Expectations</p> <p style="text-align: center;">1 2 3</p>
<p>Comments:</p>		

<p>Instructional Practices</p> <p>3.3 <i>The program accommodates the instructional needs of a diverse student population, including learners with special needs.</i></p> <ul style="list-style-type: none"> ➤ Individual instructional plans incorporate learning style preferences and short and long-term worker, family or community goals. ➤ Program staff and learners jointly develop, evaluate and update instructional plans at least once per semester. ➤ Evidence is available to demonstrate that the program utilizes research-based instructional practices and multiple-delivery systems such as small group, individualized, theme-based, collaborative and computer-assisted instruction. ➤ The program offers a minimum of four hours of literacy instruction, year-round, to enable learners to achieve learning gains. ➤ Documentation is maintained to verify the integration of technology into instruction. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Attendance records ➤ NRS reports ➤ Program brochures and schedules ➤ Teacher evaluations ➤ Student Learning Plans 	<p style="text-align: center;">Rating</p> <p style="text-align: center;">Below Meets Exceeds</p> <p style="text-align: center;">Expectations</p> <p style="text-align: center;">1 2 3</p>
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Staff Development

<p>Quality Data</p> <p>4.1 <i>Local program staff is proficient in quality data collection and utilization of data for program improvement.</i></p> <ul style="list-style-type: none"> ➤ Programs train staff to collect and enter quality data into the Maine Adult Education Managed Information System. ➤ Administrative and instructional staff will attend NRS training to be able to utilize quality data for program improvement. ➤ Quality data is collected and used by administrators to inform and improve the local program's staff development planning process. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Dates and certificates of training on file ➤ Summary of year-end reports ➤ Minutes of meetings or agendas identifying areas of improvement ➤ Focused action plans ➤ Teacher evaluations 	<table border="1"> <thead> <tr> <th colspan="3">Rating</th> </tr> <tr> <th>Below Expectations</th> <th>Meets Expectations</th> <th>Exceeds Expectations</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </tbody> </table>	Rating			Below Expectations	Meets Expectations	Exceeds Expectations	1	2	3
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<p>Continuous Improvement</p> <p><i>4.2 Professional development opportunities are provided to enhance teacher, administrator, support staff, and volunteer's ability to provide quality services to adult learners.</i></p> <ul style="list-style-type: none"> ➤ All new teachers attend professional development to orient them to adult education within the first semester of teaching. ➤ All literacy and academic teachers complete an annual self-assessment of instructor competencies ➤ All literacy and academic teachers develop professional goal plans with input and guidance from the program administrator. ➤ Staff development connects to professional development goal plans. ➤ Teacher and administrator use teacher goal plans as one part of the supervisory process. ➤ Administrators disseminate information regarding local, regional, statewide and national sources of professional development available to staff. ➤ Professional development adheres to a research on best practice that is designed to get results. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Staff development plans are on file ➤ Methods of dissemination, including: e-mail, phone, fax, meetings, mail, etc. ➤ Resources and heads-up information ➤ Attendance, participation at state conferences, regional trainings, in-house staff development, goal setting, goal reviews, goal completion ➤ Quarterly review of plans, assessment of feasibility, redirection of plan items with each staff person ➤ Documentation of participation in professional development ➤ Logs of periodic reviews of goal plans 	<table border="1"> <thead> <tr> <th colspan="3">Rating</th></tr> <tr> <th>Below</th><th>Meets</th><th>Exceeds</th></tr> <tr> <th colspan="3">Expectations</th></tr> </thead> <tbody> <tr> <td>1</td><td>2</td><td>3</td></tr> </tbody> </table>	Rating			Below	Meets	Exceeds	Expectations			1	2	3
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<p>Organizational Alignment</p> <p><i>4.3 Professional development is aligned with the local program's mission statement and coordinated with other systems, when appropriate.</i></p> <ul style="list-style-type: none"> ➤ Program professional development plan is on file. ➤ Time for professional development is identified in the plan. ➤ The budget process supports the training and development plan. ➤ The professional development plan includes evaluation procedures to determine its effectiveness. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Professional development plans ➤ Evaluation plans ➤ Mission statements ➤ Memoranda of Understanding 	<p style="text-align: center;">Rating</p> <p style="text-align: center;">Below Meets Exceeds Expectations</p> <p style="text-align: center;">1 2 3</p>
<p>Comments:</p>		

Student Services

<p>Recruitment</p> <p><i>5.1 The program successfully recruits populations in need of basic educational services.</i></p> <ul style="list-style-type: none"> ➤ Recruitment is consistent with the target population as defined in the program’s mission statement. ➤ Recruitment is consistent with the program capacity ➤ The student population being served reflects the demographics of the area. ➤ Recruitment activities involve a minimum of three strategies and community partners. 	<p>Supporting evidence may include (but is not limited to):</p> <p>Recruitment</p> <ul style="list-style-type: none"> ➤ Census data, community surveys, statewide and local figures on poverty and unemployment and district demographics have been reviewed for recruitment purposes. ➤ Program data on teacher/student ratios, cost per student and local budgets have been reviewed. ➤ An annual review of needs assessment has been conducted. ➤ Program mission statement exists ➤ Intake and/or evaluation forms indicate source of referral ➤ Recruitment plan and activities are available. 	<p style="text-align: center;">Rating</p> <p style="text-align: center;">Below Meets Exceeds</p> <p style="text-align: center;">Expectations</p> <p style="text-align: center;">1 2 3</p>
<p>Comments:</p>		

<p>Retention</p> <p><i>5.2 Learners stay in the program long enough to achieve their educational goals.</i></p> <ul style="list-style-type: none"> ➤ The program makes on-going adjustments to overcome individual student barriers as identified at intake or as information becomes available. ➤ The program collects and analyzes retention data to eliminate barriers to participation for learners. ➤ The program provides documented evidence that a minimum of two different support services/retention services are utilized, such as flexible schedules, transportation assistance, counseling services, etc. ➤ The program operational plan accurately reflects the percentage of students who complete their primary or secondary goal upon completion of the program. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Attendance records and retention rates are kept. ➤ Achievement records are available. ➤ Follow-up is done on attendance. ➤ Individual learning goals exist. ➤ Learners contribute to decisions. ➤ Learners evaluate program. ➤ Brochure lists options. 	<p style="text-align: center;">Rating</p> <table border="0" style="width: 100%;"> <tr> <td style="text-align: center;">Below</td> <td style="text-align: center;">Meets</td> <td style="text-align: center;">Exceeds</td> </tr> <tr> <td></td> <td style="text-align: center;">Expectations</td> <td></td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> </tr> </table>	Below	Meets	Exceeds		Expectations		1	2	3
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<p>Support Services</p> <p><i>5.3 The program provides support services and/or referrals that promote student achievement of educational goals.</i></p> <ul style="list-style-type: none"> ➤ Intake process identifies areas of need for support ➤ Program staff possess the knowledge and skills necessary to make ongoing and informed referrals to support services offered in the program and community ➤ Program assesses whether support services and/or referral were effective. 	<p>Supporting evidence may include (but is not limited to):</p> <ul style="list-style-type: none"> ➤ Student files indicate staff action and/or referrals. ➤ Students regularly evaluate courses. ➤ Local staff development activities provide staff with knowledge and skills to make referrals ➤ Community resources and contact names are available to staff ➤ Partnerships information is available to staff. ➤ Files contain release of information forms. 	<table> <tr> <th colspan="3">Rating</th></tr> <tr> <th>Below</th><th>Meets</th><th>Exceeds</th></tr> <tr> <th colspan="3">Expectations</th></tr> <tr> <td>1</td><td>2</td><td>3</td></tr> </table>	Rating			Below	Meets	Exceeds	Expectations			1	2	3
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